

# CPWF GENDER and EQUITY CHECKLIST

## Introduction

*“We’re disaggregating data by gender in all our surveys. Is that enough?”*

This Gender and Equity Checklist has been developed in response to that very question, originally posed at a basin reflection workshop.

Gender-aware research is critical to the success of the CPWF, yet not all project teams have readily available gender expertise or experts upon whom to call when developing and revising research design, activities or outputs. In their absence, this checklist offers some practical guidance on how CPWF BDC project teams can better mainstream gender. The yes/no questions here can help researchers more easily identify whether current/planned activities adequately consider gender. This information, and any feedback from it, could also inform CPWF, CGIAR, and CRP5 global gender perspectives.

## Guidance for use

The checklist can be used for two main purposes:

- Overall “auditing”: Project Leaders, along with project teams, should apply this checklist to their BDC plans and activities to assess current gender sensitivity. Some sections of this checklist will be more or less appropriate to different projects. However, no sections should be skipped until thoroughly explored and examined.
- Ongoing monitoring: Researchers themselves can use this checklist in an ad hoc manner. The questions themselves are divided based on types of project activities, so that, for instance, each time a model is developed or used, researchers are encouraged to quickly ask themselves the questions in the “models” section.

Once completed, the checklist can be used in a number of ways, e.g. informing gender action plans; as a baseline for projects and BDCs on the extent of their gender mainstreaming; the basis for adjustments to methodologies; models and activities; the basis for adjustments to milestone plans; an indication of capacity needs, etc.

## Also Note....

- The checklist is not exhaustive and should be further contextualized for use in the different basins and projects.
- The phrase “social categories” refers to the different categories that a person could be rather objectively classified by, and which often have links to power, incomes, etc. These “categories” include: gender, race, ethnicity, nationality, age, education level, health status, sexual orientation, occupation, religious affiliation, income level, class, or caste.

Please read, interpret and answer each of the following questions - giving a yes or no answer. If you are not ticking the YES box, you should rethink your research/project design to try to be more gender-sensitive and equitable. For more help, contact your basin gender lead, CGIAR center gender experts, and/or the CPWF gender group.

<b>Workshops, Meetings, or Field Visits (within CPWF and with rural communities)</b>	<b>YES</b>	<b>NO</b>
1) Are you sure that the season, day, or time of the workshop does not constrain participation by any particular group? <ul style="list-style-type: none"> <li>E.g., women who are primary care givers? (of children or elderly)</li> <li>E.g., people celebrating religious holidays</li> <li>E.g., people with specific occupations</li> <li>E.g., specific groups involved in planting/harvesting</li> <li>E.g., students attending meetings during school time</li> <li><i>Note: this even includes scheduled Skype conversations with colleagues!</i></li> </ul>		
2) Are the participants given ample notice so that people of different social categories (including those with many responsibilities/burdens) can attend?		
3) Are there measures to support attendees' care-giving responsibilities? <ul style="list-style-type: none"> <li>E.g., daycare or allowance of children's attendance at the meeting</li> </ul>		
4) Are participants in attendance reflective of the actual gender/age/class balance of the community? <ul style="list-style-type: none"> <li>If the answer is "no," consider whether it should be.</li> </ul>		
5) Have you considered whether this meeting should separate men and women for any reason?		
6) Are women's opinions or concerns accurately reflected in the workshop? <ul style="list-style-type: none"> <li>Either via women vocalizing their opinions or through other socially constructed ways</li> <li>How do you know? / How can you be sure?</li> </ul>		
7) If the sex or social category of the CPWF representative/meeting leader impacts the dynamics of the meeting, are these impacts acceptable? <ul style="list-style-type: none"> <li>Do you always automatically ask a man to chair and a woman to rapporteur? If so, consider changing this up!</li> </ul>		
<b>Additional comments on Section 1 - Workshops, Meetings, Field Visits:</b>		

<b>RESEARCH IMPLEMENTS</b>	<b>YES</b>	<b>NO</b>
<b>Models</b>		
1) Are you disaggregating data by gender and other social categories? <ul style="list-style-type: none"> <li>E.g., do model components specify men, women, girls, and boys?</li> </ul>		
2) Are you using the most relevant data? Remember that many data inputs assume certain gender- or age-dependent categories. <ul style="list-style-type: none"> <li>For example, planting times, labor inputs, access to plows or other technologies, etc. might be different depending on the sex (or other social category) of the farmer.</li> <li>If so, you should search for the correct data and disaggregate your modeling.</li> </ul>		

<b>Surveys</b>		
1) Are you disaggregating by gender and other social categories?		
2) Are you sure your questions are not accidentally leaving out certain groups? <ul style="list-style-type: none"> <li>• E.g., no questions distinguishing girls from women, boys from men</li> <li>• E.g., no questions specifying women-headed households</li> <li>• E.g., making assumptions that are not true for all genders, classes, races, and other social categories in the population</li> </ul>		
3) Are your questions phrased appropriately, given the cultural context?		
4) Are you sure that the social categories of respondent (man, woman, head of household) is not affecting the answer? <ul style="list-style-type: none"> <li>• If it might be, figure out a way to deal with this, e.g. asking more than one member and triangulating data, and/or disaggregating data and checking to see if it matters.</li> <li>• E.g., if you ask about food/water/resource security, different members of the household might have different perspectives. Perhaps the male head of household eats first and well, followed by the young men in the household, but the wife and children are often left hungry.</li> </ul>		
5) Are you addressing your questions to the person most apt to answer them? <ul style="list-style-type: none"> <li>• Certain tasks are culturally determined to be within one gender's role. So, for example, questions about weeding or household chores might be more suitably presented to women.</li> </ul>		
6) Are you sure that the social categories (e.g., gender, race, ethnicity, age) of the person asking the question (or others present during the interview) will not affect the answer? <ul style="list-style-type: none"> <li>• If so, consider changing up who is asking the question, or disaggregate for this to check that it is not biasing your results.</li> </ul>		
<b>Technology</b>		
1) Do you know who is going to be using your technology, and are you consulting them in the project design? <ul style="list-style-type: none"> <li>• i.e., Is the process participatory and inclusive of the target audience?</li> </ul>		
2) Does the technology or project design take into account the differences in users and user needs? <ul style="list-style-type: none"> <li>• E.g., different literacy levels, age, strength, time and responsibilities, liquid capital for investments</li> </ul>		
3) Have you ensured that this will not have unintended negative impacts on already vulnerable populations, including women and girls? <ul style="list-style-type: none"> <li>• E.g., Is it going to add to the work burden of anyone?</li> <li>• E.g., Is it located in an onerous and/or insecure area?</li> <li>• E.g., Who will be responsible for maintenance of the technology?</li> <li>• E.g., If the technology costs money or labor, will that money mean cutting out other important household expenditures, like education or health care for the children?</li> </ul>		
<b>Additional comments on Section 2 - Research Implements:</b>		

<b>M&amp;E, Analysis, and Project Reporting</b>	<b>YES</b>	<b>NO</b>
1) Are you checking for any diversity in the stories emerging from your data disaggregation (by gender and other social categories)? <ul style="list-style-type: none"> <li>And are you considering what implications it might have for your or other related CPWF work? (E.g., could your results feed into better science for one of the other project teams?)</li> </ul>		
2) Are you considering positive or negative impacts that your research might have on different social groups, including women and girls?		
3) Are you using gender-neutral language in all your reports and communications outputs? <ul style="list-style-type: none"> <li>E.g., Not assuming all farmers are male.</li> </ul>		
4) Are changes in gender outcomes clearly indicated in your CPWF milestones?		
[For BLs or PLs only]		
5) Are you reporting against any specific gender indicators?		
<b>Additional comments on Section 3 - M &amp; E, Analysis and Project Reporting:</b>		

<b>Researchers within the CPWF</b>	<b>YES</b>	<b>NO</b>
1) Are you being sensitive to power relations between: gender, age, race, ethnicity, culture and levels of management? <ul style="list-style-type: none"> <li>E.g., through use of appropriate language; flexible working hours; leadership and mentoring style</li> </ul>		
2) Are you conscious of your authority in your group, and do you ensure that you do not use that authority to make anyone feel uncomfortable?		
3) Do you encourage less senior or “disadvantaged” members of the scientific community, e.g. women and youths?		
<b>Additional comments on Section 4 - Researchers within the CPWF:</b>		